Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_\_\_\_

**IDEAS/CONTENT**

* *Ideas are fresh and original.*
* *The writer seems to be writing with an understanding of life and a knack for picking out what is significant.*
* *Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.*
* *The writer develops the topic in an enlightening, purposeful way that makes a point.*
* *Every paragraph explains or explores the main idea of the piece.*

STRONG EFFECTIVE DEVELOPING EMERGING NOT YET

**ORGANIZATION**

* Details seem to fit where they're placed; sequencing is logical and effective.
* An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of resolution.
* Pacing is well controlled.
* Thoughtful transitions clearly show how ideas connect.
* Organization flows so smoothly.

STRONG EFFECTIVE DEVELOPING EMERGING NOT YET

**WORD CHOICE/VOICE**

* Words are specific and accurate; it is easy to understand just what the writer means.
* The language is natural and never overdone.
* Lively verbs energize the writing.
* Precise nouns and modifiers create pictures in the reader's mind.
* Striking words and phrases often catch the reader's eye--and linger in the reader's mind.
* Clichés and jargon are used sparingly, only for effect.
* The reader feels a strong interaction with the writer, sensing the person behind the words.
* The tone and voice give flavor to the message and seem appropriate for the purpose and audience.

STRONG EFFECTIVE DEVELOPING EMERGING NOT YET

**SENTENCE FLUENCY**

* Sentences are constructed in a way that helps make meaning clear.
* Purposeful sentence beginnings show how each sentence relates to and builds upon the one before it.
* The writing has cadence.
* Sentences vary in length as well as structure.
* Fragments, if used, add style.

STRONG EFFECTIVE DEVELOPING EMERGING NOT YET

**CONVENTIONS**

* Grammar and usage are correct and contribute to clarity and style.
* Punctuation is accurate and guides the reader through the text.
* Spelling is correct.
* The writer may manipulate conventions--especially grammar and spelling--for stylistic effect.
* Only light editing would be required to polish the text for publication.

STRONG EFFECTIVE DEVELOPING EMERGING NOT YET

**EXPLANATION**

STRONG: Shows control and skill in this trait; many strengths present

EFFECTIVE: On balance, the strengths outweigh the weaknesses; a small amount of revisions needed.

DEVELOPING: Strengths and need for revisions are about equal; about half-way home.

EMERGING: Need for revision outweighs strengths; isolated moments hint at what the has in mind.

NOT YET: A bare beginning; writer not yet showing any control.

**COMMENTS**

**GRADE**

**Grading:**

**A** represents a writing level of unusual polish and style, often taking a surprising angle in developing the topic. A – level writing is rare, because it shows consistent excellence throughout a piece. A – level writing always surpasses assignment expectations. Not all students who achieve a fine performance overall receive an A.

**B** represents solid, readable writing that does what the assignment asks. B – level writing demonstrates sufficient support for claims, logical organization, and thoughtfulness, but it is not rich in specific detail or style. B – level writing is relatively free of grammatical problems or careless mistakes.

**C** represents writing that probably satisfies all the requirements of an assignment. However, such writing lacks sufficient, concrete support needed to illustrate its assertions or prove its point. C – level writing often also shows lapses in editing proficiency and contains careless errors.